



## Great Falls Middle

409 Sunset Ave.

Great Falls, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	233 Students	
<b>Principal</b>	Wendell B. Sumter	803-482-2220
<b>Superintendent</b>	Mr. Larry Heath	803-385-6122
<b>Board Chair</b>	Denise Lawson	803-581-6224

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

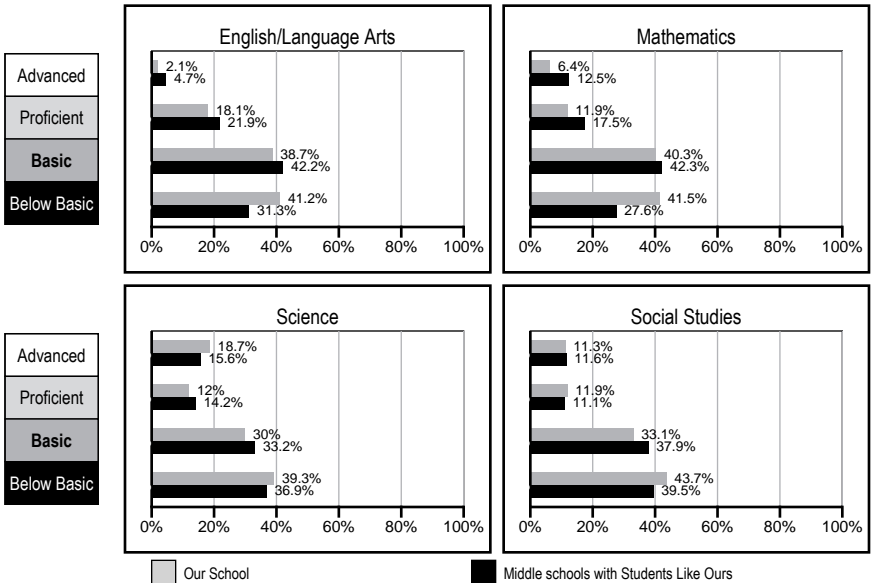
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	36	5

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.1
English 1	100.0	95.7
Physical Science	0	57.7
All Subjects	100.0	96.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=233)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	44.3%	Down from 49.4%	18.8%	19.4%
Retention rate	0.4%	Down from 1.6%	1.6%	1.8%
Attendance rate	93.6%	Down from 94.9%	95.7%	95.8%
Eligible for gifted and talented	11.2%	Up from 7.7%	14.2%	15.3%
With disabilities other than speech	15.9%	Up from 14.7%	14.3%	12.9%
Older than usual for grade	5.2%	Down from 5.8%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	45.0%	Down from 60.0%	52.6%	55.0%
Continuing contract teachers	55.0%	Down from 70.0%	73.3%	70.6%
Teachers with emergency or provisional certificates	22.2%	Up from 6.3%	5.9%	5.4%
Teachers returning from previous year	65.6%	Down from 72.0%	83.4%	83.4%
Teacher attendance rate	94.3%	No Change	94.8%	94.9%
Average teacher salary	\$42,775	Down 2.5%	\$44,138	\$44,706
Professional development days/teacher	11.6 days	Up from 8.5 days	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 19.1 to 1	19.1 to 1	20.1 to 1
Prime instructional time	86.0%	Down from 87.7%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.3%	Down from 97.5%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,659	Up 9.6%	\$7,056	\$7,097
Percent of expenditures for instruction*	69.2%	Down from 70.7%	64.8%	64.4%
Percent of expenditures for teacher salaries*	65.9%	Down from 66.7%	60.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Great Falls Middle School, located in rural Chester County, is one of three middle schools in the Chester County School District. Our school's mission, in cooperation with home and community, is to nurture well-rounded, life-long learners by providing innovative and challenging educational opportunities that will prepare students to become productive citizens. Our beliefs are: all students are capable of learning and have the potential to become world class citizens; a safe, nurturing, disciplined environment is essential for learning to occur; mutual respect is essential from all members of the learning environment; each individual is responsible for his or her actions; school and home relations are essential to the educational process; parents, teachers, administrators, and the community must share the responsibility of educating our children; valuing diversity and providing for individual differences enrich learning; students learn appropriate decision-making, problem-solving, and critical thinking skills when provided with a supportive and challenging learning environment; and great expectations yield great results.

During the 2007-2008 school year, we continued to have high expectations for students. A variety of assessments were utilized to improve instructional practices. Great Falls Middle School is very proud of the progress we have made in continuing to improve instructional practices to meet the needs of our students. Our faculty and staff gained knowledge through several staff development sessions. We incorporated the use of data walls to promote student achievement, utilized a full-time instructional coach, fully implemented My Reading Coach, and held quarterly assemblies to recognize academic achievement and citizenship.

Community and parent involvement is a priority for our school as we see its ownership in the hands of the parents and community. We have long-standing partnerships with the people and businesses of Great Falls and the surrounding areas, and we strive to enhance these each year. A number of well-attended parent involvement activities were held this year. The school strives to keep parents and community informed through parent newsletters, articles in the local newspaper, and our phone dialer system. Our PTO and SIC were very active this year. We gave away computers and school supplies to students for academic and social achievements.

We continue to face the challenge of preparing our students for high school but rise to the occasion with renewed efforts toward improving instruction using research-based techniques, using data to better address the needs of our students, and promoting excellence among our students and staff. We strive to make a positive impact on each child we serve.

Wendell B. Sumter, Principal  
Pam Temple, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	23	58	49
Percent satisfied with learning environment	87.0%	67.2%	75.0%
Percent satisfied with social and physical environment	87.0%	82.8%	75.0%
Percent satisfied with school-home relations	72.7%	86.2%	63.8%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 8 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.6%	94.0%	No

\* Or greater than last year

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	228	99.6	41.1	38.8	17.4	2.7	29.7	33.7	48.2	No	Yes
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## Gender

Male	129	100	50.4	34.4	14.4	0.8	20.8	28.6	41.7	N/A	N/A
Female	99	99	28.7	44.7	21.3	5.3	41.5	39.3	55	N/A	N/A

## Racial/Ethnic Group

White	137	99.3	35.3	37.6	23.3	3.8	36.8	42.7	60	No	Yes
African American	88	100	51.2	39.3	8.3	1.2	19	24.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S

## Disability Status

Disabled	37	100	82.9	11.4	0	5.7	8.6	12.2	16	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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## Socio-Economic Status

Subsided meals	135	99.3	53.5	37	6.3	3.1	16.5	25.1	34	No	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	228	100	42.9	39.3	11	6.8	30.1	33.3	45.8	No	Yes
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## Gender

Male	129	100	48	37.6	8.8	5.6	25.6	33.5	45.6	N/A	N/A
Female	99	100	36.2	41.5	13.8	8.5	36.2	33.2	45.9	N/A	N/A

## Racial/Ethnic Group

White	137	100	32.3	44.4	15.8	7.5	36.8	45.9	59	No	Yes
African American	88	100	60.7	29.8	3.6	6	20.2	20.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S

## Disability Status

Disabled	37	100	77.1	14.3	2.9	5.7	11.4	14.4	17.1	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S	I/S
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## Socio-Economic Status

Subsided meals	135	100	61.4	29.9	4.7	3.9	18.9	23.8	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	159	100	38.8	29.6	11.8	19.7	31.6	23.3	35.7	93.6	95.4
<b>Gender</b>											
Male	93	100	40.7	27.5	11	20.9	31.9	26.4	37.4	93.4	95.1
Female	66	100	36.1	32.8	13.1	18	31.1	19.7	33.8	93.8	95.7
<b>Racial/Ethnic Group</b>											
White	93	100	31.1	24.4	16.7	27.8	44.4	35.3	49.2	92.2	94.9
African American	64	100	50.8	37.7	3.3	8.2	11.5	10.3	17	95.7	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	93.4	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	92.1
<b>Disability Status</b>											
Disabled	27	100	69.2	19.2	3.8	7.7	11.5	13	14	92.9	94.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	N/A	96.1
<b>Socio-Economic Status</b>											
Subsidized meals	91	100	49.4	37.6	7.1	5.9	12.9	13.5	21.1	92.8	94.9

**Social Studies**

All Students	157	100	43.4	32.9	11.8	11.8	23.7	23.9	34	93.6	95.4
<b>Gender</b>											
Male	94	100	44	33	11	12.1	23.1	26.7	36.6	93.4	95.1
Female	63	100	42.6	32.8	13.1	11.5	24.6	21	31.3	93.8	95.7
<b>Racial/Ethnic Group</b>											
White	94	100	35.2	31.9	15.4	17.6	33	33.9	44.5	92.2	94.9
African American	61	100	54.2	35.6	6.8	3.4	10.2	13.3	19.1	95.7	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	93.4	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	92.1
<b>Disability Status</b>											
Disabled	22	100	66.7	23.8	4.8	4.8	9.5	15.1	14.4	92.9	94.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	N/A	96.1
<b>Socio-Economic Status</b>											
Subsidized meals	95	100	50	37.8	7.8	4.4	12.2	16.6	21	92.8	94.9

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	66	100	44.4	36.5	17.5	1.6	19
	6	87	98.9	37	42	21	0	21
	7	72	100	40	40	18.6	1.4	20
	8	72	98.6	29.6	57.7	12.7	0	12.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	74	100	41.4	37.1	18.6	2.9	21.4
	7	87	98.9	41.7	39.3	17.9	1.2	19
	8	67	100	40	40	15.4	4.6	20
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	66	100	41.3	38.1	12.7	7.9	20.6
	6	87	98.9	33.3	46.9	18.5	1.2	19.8
	7	72	100	35.7	42.9	17.1	4.3	21.4
	8	72	98.6	36.6	53.5	7	2.8	9.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	74	100	35.7	34.3	14.3	15.7	30
	7	87	100	45.2	40.5	10.7	3.6	14.3
	8	67	100	47.7	43.1	7.7	1.5	9.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	32	96.9	50	17.9	21.4	10.7	32.1
	6	44	97.7	37.5	37.5	2.5	22.5	25
	7	72	100	30.9	48.5	11.8	8.8	20.6
	8	37	97.3	38.9	52.8	2.8	5.6	8.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	39	100	48.6	10.8	16.2	24.3	40.5
	7	87	100	34.5	39.3	9.5	16.7	26.2
	8	33	100	38.7	25.8	12.9	22.6	35.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	35	97.1	43.8	18.8	18.8	18.8	37.5
	6	43	100	26.8	39	24.4	9.8	34.1
	7	72	100	41.2	42.6	10.3	5.9	16.2
	8	35	100	22.9	51.4	20	5.7	25.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	36	100	32.4	29.4	14.7	23.5	38.2
	7	87	100	53.6	27.4	7.1	11.9	19
	8	34	100	29.4	50	20.6	0	20.6

Abbreviations for Missing Data

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